

**THE IMPLEMENTATION OF ROLE PLAY IN DEVELOPING  
STUDENTS' ENGLISH SPEAKING SKILL : A NATURALISTIC  
STUDY AT SMP NEGERI 24 SURAKARTA IN 2017/2018  
ACADEMIC YEAR**



**Submitted as a Partial Fulfillment of the Requirements for Getting Bachelor  
Degree of Education in English Department**

**By :**

**KAMILA FAIZATUN NI'MAH**  
**A320140124**

**DEPARTMENT OF ENGLISH EDUCATION  
SCHOOL OF TEACHER TRAINING AND EDUCATION  
MUHAMMADIYAH UNIVERSITY OF SURAKARTA  
2020**

**APPROVAL**

**THE IMPLEMENTATION OF ROLE PLAY  
IN DEVELOPING STUDENTS' ENGLISH SPEAKING SKILL : A  
NATURALISTIC STUDY AT SMP NEGERI 24 SURAKARTA  
IN 2017/2018 ACADEMIC YEAR**

**RESEARCH PAPER**

**KAMILA FAIZATUN NI'MAH**

**A320140124**

**Approved to be Examined by Consultant**

**Consultant**



**Drs. Djoko Sriyono, M. Hum.**

**NIP. 19590601 198503 1003**

## ACCEPTANCE

**THE IMPLEMENTATION OF ROLE PLAY  
IN DEVELOPING STUDENTS' ENGLISH SPEAKING SKILL : A  
NATURALISTIC STUDY AT SMP NEGERI 24 SURAKARTA  
IN 2017/2018 ACADEMIC YEAR**

by

**KAMILA FAIZATUN NI'MAH**

**A320140124**

Accepted and Approved by Board of Examiners

School of Teacher Training and Education

Muhammadiyah University of Surakarta

on March 11<sup>th</sup>, 2020

Team of Examiners:

1. Drs. Djoko Srijono. M.Hum.

(  )

(Headmaster of Examiner)

2. Mauly Halwat Hikmat, Ph.D.

(  )

(Member I of Examiner)

3. Muamaroh, Ph.D.

(  )

(Member II of Examiner)

Dean,



**Prof. Dr. Harun Joko Prayitno, M.Hum.**

NIP. 196504281993031001

## TESTIMONY

Here, the writer testifies that in this publication article there is no plagiarism of the research that has been made before to complete bachelor degree in a university and as long as the writer knows that there is also no works or opinions which have ever been published or composed by the others, except those in which the writing are referred in the manuscript and mentioned in bibliography. Therefore, if it is prove that there are some untrue statements here, the writer will be fully responsible.

Surakarta, 11<sup>th</sup> March 2020

The writer



**KAMILA FAIZATUN NI'MAH**

**A320140124**

# **THE IMPLEMENTATION OF ROLE PLAY IN DEVELOPING STUDENTS' ENGLISH SPEAKING SKILL : A NATURALISTIC STUDY AT SMP NEGERI 24 SURAKARTA IN 2017/2018 ACADEMIC YEAR**

## **Abstrak**

Penelitian ini ditujukan untuk mendeskripsikan pelaksanaan role play untuk mengembangkan keterampilan berbicara Bahasa Inggris siswa di SMP Negeri 24 Surakarta. Tipe penelitian ini adalah deskriptif kualitatif khususnya menggunakan pendekatan naturalistik. Metode pengumpulan data di studi ini yaitu wawancara, observasi. Hasil dari penelitian ini enunjukkan penerapan role play menggunakan naskah role play untuk mengajar speaking dapat mengembangkan ketrampilan berbicara bahasa Inggris siswa. Guru mempunyai peran sebagai informan yang mana memberikan informasi kepada siswa. Guru mempunyai peran sebagai fasilitator yang mana memberi kemudahan membantu siswa untuk bekerja sama dengan lebih baik. Guru mempunyai peran sebagai manajer yang mana mengatur keadaan kelas dan tingkah laku siswa. Guru sebagai evaluator yang mana memberi koreksi terhadap pekerjaan siswa. Guru mempunyai peran sebagai motivator yang mana memberi semangat pada siswa di kelas. Penulis menemukan ada beberapa keunggulan role play diantaranya pengembangan kemampuan bicara siswa, partisipasi siswa dalam berbicara di depan kelas, role play menarik perhatian siswa untuk mengeksplor ide mereka, dan menstimulasi motivasi siswa. Disamping itu, penulis menemukan ada beberapa kelemahan role play diantaranya banyak siswa yang masih lemah intonasinya dan bahasa tubuhnya, dan role play menghabiskan banyak waktu. Penulis menyimpulkan bahwa role play dapat mengembangkan kemampuan bahasa Inggris siswa di SMP Negeri 24 Surakarta.

**Kata kunci:** role play, peran guru, keunggulan dan kelemahan role play.

## **Abstract**

This study aims to describe the implementation of role play using script role play, teacher' roles, the strength and weakness in developing students' English speaking skill. The type of this research is descriptive qualitative research, especially naturalistic study. The method of collecting data in this study is interview, observation. The result of the research showed that the implementation of role play to teach speaking developed the students' speaking skill. The teacher has a role as an informant who gives information to the student. The teacher has a role as a facilitator which helps the students work together better. The teacher has a role as a manager who is responsible for organizing the classroom climate and student behavior. The teacher has a role as an evaluator who gives evaluate to the students' work. The teacher has a role as a motivator which is to give support to the student. The writer found that there were strengths of role play such as development of students speaking skill, participation of students to speak in the class, role play engages the students' attention to explore their ideas, stimulating students' motivation. Besides, the writer found that there were weaknesses of role play such as some of them who are still not loud and body language is still stiff, role play spends

much time. The writer concludes that role play can develop students' English speaking skill at SMP Negeri 24 Surakarta.

**Keywords:** role play, teacher's roles, the strengths and weaknesses of role play.

## **1. INTRODUCTION**

Speaking is one of the important language skills that should be mastered by student. Speaking represents a real challenge to most language learners. Besides, speaking is an interactive process for constructing and receiving information.

In Junior High School, speaking is one of skills which is learned at the seventh grade students. But, the students usually faced difficulty in speaking because it must use English practice which is complicated for them and they have the little vocabulary in speaking.

In order to improve student's speaking skill, the teachers must have good technique so that all these problems can be handled and the aim of the teaching and learning can be achieved. This research is to highlight the technique of teaching speaking. It means that implementation which actually takes place in a classroom. Anthony (1963: 96) in Fauziati (2014: 13) stated that a technique is "implementation which actually takes place in a classroom. It is particular trick, strategy, or contrivance used to accomplish an immediate objective. Technique must be consistent with a method, and therefore in harmony with an approach as well." Afterwards, according to Fauziati (2014:13) "technique encompasses the actual moment-to-moment practices and behaviors that operate in teaching in language according to particular method".

One of the methods suggested for developing speaking skill is role-playing, that is, creating a dramatic situation in a classroom, or in a part, simply acting out dialogues, but also in part re-labeling objects and people in the room to prepare for imaginative role-playing (New-Mark 1996) in Fauziati (2015:103).

Role play is a technique that divides the students into groups, which gives students an opportunity to practice themselves to communicate in different context social and different social roles. It is used to promote their speaking English and the student to be creative to act as the same in form of roles. As the technique of speaking class, role play is divided into two types and every type has some features. Those are

scripted and non-scripted role play. First, the type is scripted role play. When they are given prompts by the teacher, actually the students write the script by themselves before presenting it in front of the class. Second, the type is non-scripted role play. The student is given the assignment to perform role play without preparing the script or prompts by themselves. Both of scripted role play and non-scripted role play are given, so that the students were more active, more confident in presenting what they had learned.

According to the English teacher of SMP Negeri 24 Surakarta, most of seventh graders often get bored when the teacher always uses storytelling as technique in teaching it. Then the students must tell more, what they heard and also talking must be clearly based on structural view and their pronunciation. Based on structural views, it is more difficult to get student's interest and to make them brave to speak English fluently. Based on the writer's experience, in this situation, students have the unstable condition than another level of their learning process; it's very hard to the students make better and implication of these problems they feel afraid to speak and difficult to make conversation among each student because they have felt as newcomer their class.

## **2. METHOD**

In this study, the writer uses descriptive research especially naturalistic research. According to Williams (1989: 66), "naturalistic inquiry conducted in natural setting, using natural methods, in natural ways by people who have natural interest in what they are studying (practitioners, such as teachers, counselors, and administrators as well as researchers and evaluator).

Thus, by doing the study all of the problems can be solved. The type of this study is qualitative research. The qualitative research is a type of research which does not include any calculation. In other words, a qualitative research is describing words as the data.

## **3. FINDING AND DISCUSSION**

### **3.1 Finding**

The findings focus on the implementation of role play in developing students' English speaking skill, the teacher roles in the implementation of role play in developing

students' English speaking skill, the strengths of role play in developing students' English speaking skill.

Based on the observation which had been done by the writer during teaching learning process using role play, she found some findings which can be seen in this table:

Table 1. observation

<b>CASE</b>	<b>FINDING</b>
How does the teacher implement Role Play in developing students' English speaking skill to the seventh grade students at SMP Negeri 24 Surakarta?	<ul style="list-style-type: none"> <li>- Question and answer</li> <li>- Impromptu speaking</li> <li>- Students activeness</li> <li>- Development of students' speaking skill</li> <li>- The achievement of speaking practice is increase</li> </ul>
What are the teacher roles in the implementation of Role Play in developing students' English speaking skill to the seventh grade students at SMP Negeri 24 Surakarta?	<ul style="list-style-type: none"> <li>- Teacher as informant</li> <li>- Teacher as fasilitator</li> <li>- Teacher as manager</li> <li>- Teacher as evaluator</li> <li>- Teacher as motivator</li> </ul>
What are the strengths of Role Play in developing students' English speaking skill to the seventh grade students at SMP Negeri 24 Surakarta?	<ul style="list-style-type: none"> <li>- students participation to speak in class</li> <li>- engage the students' attention to explore their ideas</li> <li>- stimulating students' motivation</li> </ul>

The findings of the research concerning the implementation of role play to develop student's English speaking skill in the seventh grade of language program at SMP Negeri 24 Surakarta as summarized in the previous table are discuss in the following.



### 3.2 Discussion

3.2.1 The teacher uses role play in developing student's English speaking skill in the seventh grade of language program at SMP Negeri 24 Surakarta.

This study was implemented to develop students' English speaking skill by exploiting role play technique. As stated in the previous chapter, role play is divided into two kinds, they are script role play and non-script. In this study the teacher using script role play. Based on the data of observations and interviews which were done by the writer, the implementation of role play to develop student's English speaking skill in the seventh grade.. After the data collection, the writer describes the teacher implemented role play. From the description, the writer knows the student ability in speaking skill.

The student's English speaking skill can be seen from analyzing the data and the score of speaking practice by the students. The total sample of this study is about 28 students at VII E class SMP Negeri 24 Surakarta in 2017-2018 academic year. For the first step, the writer analyzes the data based on the teaching speaking according to Fauziati (2015: 150). They are Presentation, Practice and Production. The real implementations generally held on three days meeting are presented, as follows:

Table 2. Presentation, Practice and Production

No	Subject	SCORE OF 1 <sup>ST</sup> TEST				Total Score	Score	SCORE OF 2 <sup>ND</sup> TEST				Total Score	Score
		Vocabulary	Grammar	Fluency	Pronunciation			Vocabulary	Grammar	Fluency	Pronunciation		
1	A A S	2	2	3	2	9	45	4	3	4	4	15	75
2	A R	2	2	3	2	9	45	4	3	4	4	15	75
3	A F	2	2	3	2	9	45	4	3	4	4	15	75
4	A B W	2	2	2	2	8	40	3	3	4	3	13	65
5	A B S	2	2	3	2	9	45	4	3	4	4	15	75

6	A B P	2	2	3	2	9	45	4	3	4	4	15	75	
7	B Y P	3	2	3	2	10	50	4	3	5	4	16	80	
8	D A A	2	2	3	2	9	45	4	3	4	4	15	75	
9	D Y P	2	2	3	2	9	45	4	3	4	3	14	70	
10	F H P	3	2	2	2	9	45	3	3	4	3	13	65	
11	H P B W	2	2	3	2	9	45	4	3	4	4	15	75	
12	I J P N	2	2	3	2	9	45	4	3	4	4	15	75	
13	K S M	3	2	4	3	12	60	4	3	5	5	17	85	
14	K P	2	2	3	3	10	50	4	3	5	4	16	80	
15	L B B	2	2	2	3	9	45	4	3	4	4	15	75	
16	L D S	3	2	2	2	9	45	4	3	4	4	15	75	
17	M A I	3	2	4	3	12	60	4	3	5	4	16	80	
18	M K	2	2	3	2	9	45	4	3	4	4	15	75	
19	N A M	2	2	3	2	9	45	4	3	4	3	14	70	
20	N K	2	2	3	2	9	45	4	3	4	4	15	75	
21	R A N	2	2	3	2	9	45	4	3	4	4	15	75	
22	R W S	3	2	3	2	10	50	4	3	5	4	16	80	
23	R A B	2	2	3	2	9	45	4	3	4	4	15	75	
24	R B S	2	2	3	2	9	45	4	3	4	4	15	75	
25	R R S	2	2	3	2	9	45	4	3	4	4	15	75	
26	S P	3	2	3	2	10	50	4	3	5	4	16	80	
27	S N A	3	3	4	3	13	65	4	3	5	5	17	85	
28	Y Y	2	2	3	2	9	45	4	3	4	3	14	70	
Mean							47.3							75.3

Secondly, the writer would answer the second problem statement namely the teacher roles in the implementation of Role Play in developing students' English speaking skill in the seventh grade of language program at SMP Negeri 24 Surakarta. In the teaching-learning process of English, the teacher has roles. According to Richard

(1985:23), “teacher roles are related to the following issues: the types of functions teacher are expected to fulfill (e.g. practice director, counselor, and model). Based on this statement, the teacher has many functions in the classroom. The writer found that the teacher have her own role in the class. (1) Teacher as a informant, (2) Teacher as facilitator, (3) Teacher as manager, (4) Teacher as evaluator, (5) Teacher as motivator.

Thirdly, the writer would answer the third problem statement namely the strengths and weaknesses of Role Play to develop student’s English speaking skill in the seventh grade of language program at SMP Negeri 24 Surakarta. The writer found some the strenghts of role play in the English class such as (1) Development of students speaking skill, (2) Students participation in speaking class, (3) Role play engages the students’ attention to explore their ideas, and (4) Role play stimulates students’ motivation. The writer also found some the weaknesses role play in the English class such as (1) Although some students were more bravery, there were some of them who are still less in intonation and body language, and (2) Role play spends much time.

#### **4. CONCLUSION**

Based on the researcher finding on the previous chapter, the writer draws a conclusion that speaking and learning activity through role play can develop the students’ speaking skill. By doing role play, the students enjoyable the speaking class more and are more interested in joining the lesson. The teacher using role play makes the students are more motivated in learning and easier in understanding the lesson. They also do the assignment given seriously. They are more confident in speaking English fluently. The students’ test scores are much better than before using role play. The students’ mean score, before role play was 47.32. Their mean score had developed to 75.3 in the last test. Teaching English using role play has strength and weakness. The students developed their speaking skill. They are more confident in their performance in front of their friends. On the other hand, role play spends much time.

## **BIBLIOGRAPHY**

- Bharathy, M. S. (2013). Effectiveness of role play in enhancing speaking skills of tertiary level learners. *IOSR Journal of Humanities And Social Science*, 13, 17-19.
- Brown, H.D. 1994. *Teaching by principles: An interactive approach to language pedagogy*. Englewood Cliffs New York: Longman.
- Brown, H.D. 2004. *Teaching by principles: An Interactive Approach to Language Pedagogy*. Englewood Cliffs New York: Longman.
- Byrne, Donn. 1997. *Teaching oral English*. Harlow England: Longman Group.
- Eppendi, J. (2016). Teaching speaking by using role play to the eighth graders of state Junior High School 15 Palembang. *Jambi English Language Teaching Journal*, 1 (2), 98-104.
- Fauziati, Endang. (2015). *Teaching English as a foreign language: principle and practice*.
- Fauziati, Endang. (2014). *Methods of teaching English as a foreign language (TEFL)*.
- Kayi, Hayriye. 2006. Teaching speaking: Activities to promote speaking in a second language *The Internet TESL Journal*, Vol. XII, No. 11, November 2006.  
<http://iteslj.org/Articles/Kayi-TeachingSpeaking.html>. p. 1 – 2
- Klancar, Natasa Intihar. 2006. Developing speaking skills in the young learners classroom. *Internet TESL Journal*, Vol. XII, No. 11, November 2006.  
<http://iteslj.org/Techniques/Klancar-Speakingskills.html>.p.1
- Ladousse, Gilian Porter. 1996. *Role play: Resources books for teacher series*. New York: Oxford University Press.
- Ur, Penny. 1996. *Discussion that work*. Great Britain: Cambridge University Press.
- Williams, David D. 1989. *Final report naturalistic technical spesialist activities at IKIP Jakarta*. Jakarta: Dikti.